

Amendments to the Claims:

This listing of claims will replace all prior versions, and listings, of claims in the application:

Listing of Claims:

Claim 1 (currently amended): An audio visual method for enhancing receptive language learning ~~in by a young children~~ child by presenting ~~them~~ the child with a set of vocabulary words, comprising the following steps:

- a. visually presenting to the child ~~an a first image, of the first image being a~~ generic example of the class of object or action associated with a first word in which the object or action depicted in the first image is presented in such a way that it is clearly the focus of the visual presentation, the first image having a low level of abstraction with respect to the class of object or action associated with the first word;
- b. simultaneously with the visual presentation, presenting the sound of the first word corresponding to the object or action;
- c. simultaneously with the visual presentation and the sound presentation, presenting a visual image of the text of the first word corresponding to the object or action;
- d. after the initial presentation of the ~~visual and audio example of an object or action~~ first image, the sound of the first word, and the visual image of the text of the first word, visually presenting the child with ~~many varieties of the object or action in context~~ a second image, the second image being an example of the class of object or action associated with the first word, the second image having a higher level of abstraction than the first image with respect to the class of object or action associated with the first word;

- c. at the end of the sequence, visually presenting the child with a generic example of the object or action in such a way that the object or action in question is clearly the focus of the visual display after the initial presentation of the first image, the sound of the first word, and the visual image of the text of the first word, visually presenting the child with a second image, the second image being an example of the class of object or action associated with the first word, the second image having a higher level of abstraction than the first image with respect to the class of object or action associated with the first word; and
- f. simultaneously with the visual presentation, presenting the sound of the word corresponding to the object or action visually presenting the child with a third image, the third image being an example of the class of object or action associated with the first word, the third image having a higher level of abstraction than the first image with respect to the class of object or action associated with the first word;
- g. simultaneously with the visual presentation and the sound presentation, presenting a visual image of the text word corresponding to the object or action; and at the end of the sequence, visually presenting the child with a generic image, the generic image being an example of the object or action associated with the first word, the generic image being presented in such a way that the object or action is clearly the focus of the visual display;
- h. repeating the above steps for each word which is to be presented. simultaneously with the visual presentation at the end of the sequence, presenting the sound of the first word corresponding to the object or action;
- i. simultaneously with the visual presentation and the sound presentation at the end of the sequence, presenting a visual image of the text of the first word corresponding to the object or action; and
- j. repeating the above steps for each subsequent vocabulary word presented.

Claim 2 (currently amended): The method of claim 1 further comprising the following steps:

- a. repeating the presentation of the words using the same or different representative objects for each word;
- b. during the repeat presentation, after every few words have been reviewed, presenting a generic single object presentation for each word (containing the written word and its accompanying audio pronunciation) for all the words just covered; and
- c. ~~continue~~ continuing the cycle of presentations until all the words have been reviewed.